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ABSTRACT

Produced for the Washington State Board of Education's Subcommittee on Discipline, this lengthy bibliography lists books, annotated professional articles, ERIC research reports, films available through state educational agencies, and other resources on school discipline. A roster of professional speakers with their topic specialties and other pertinent data, as well as information on how to obtain the books and resources listed in the bibliography, are also included. (JEH)

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Films may be borrowed or rented from the source listed for each film. Other items may be ordered from the address listed with the item. For additional assistance, you may call the KNOW-NET Project at (206) 753-2858 or (206) 753-2744.

BOOKS

Alschuler, Alfred. School Discipline. McGraw Hill, 1980.

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First, Joan McCarty and M. Hayes Mizell, eds. Everybody's Business: A Book About School Discipline. Southeastern Public Education Program, 1980.

Gnagey, William J. Motivating Classroom Discipline. Macmillan, 1981.

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Halsted, Donald L. Discipline, Causes and Remedies of Problem Behaviors in School: A Review and Analysis of Recent Research Findings. Essence Publications, 1976. ($8.50).

Howell, Robert G. and Patricia L. Discipline in the Classroom: Solving the Teaching Puzzle. 2d. rev. ed. Reston, 1980. ($13.95)

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Kostiuk, Nick. Improving Behavior. Silver Burdett, 1979.

Lake, Sara. Discipline and Classroom Control: A Special Interest Resource Guide in Education. Oryx Press, 1980. ($7.50).

Lemlech, Johanna. Classroom Management. Harper and Row, 1979. ($11.50).

Louitt, Thomas C. Managing Inappropriate Behaviors in the Classroom: What Research and Experience Say to the Teacher of Exceptional Children. Council for Exceptional Children, 1979.

Madsen, Charles Jr. and Clifford K. Madsen. Teaching/Discipline: A Positive Approach for Educational Development. 3d Ed. Allyn, 1980. ($16.95).

Rivers, L. Wendell. The Disruptive Student and the Teacher. National Education Association, 1977.

Turney, C. and L. C. Cairns. Classroom Management and Discipline. Sidney University Press, 1976. ($5.00).

Walker, Hill M. The Acting-out Child: Coping with Classroom Disruption. Allyn, 1979. ($9.95).

Wolfgang, Charles H. Solving Discipline Problems: Strategies for Classroom Teachers. Allyn, 1980. ($16.95).

PROFESSIONAL ARTICLES

(Annotated)

Bongiovanni, Anthony, F. and others. "Leviton is Wrong on the Use of Corporal Punishment." Psychology in the Schools. v15, n2, p290-2. 1978.

A recent article by Leviton develops a taxonomy for individualized school discipline including use of corporal punishment with conduct-disordered pupils. Research shows corporal punishment does have a negative effect on some types of behavior-disordered children but it may not be wholly inappropriate for all types of misbehavior.

Brodbelt, Samuel. "Effective Discipline: A Consideration for Improving Inner-City Schools." Clearing House. v54, n1, p5-9. September 1980.

Analyzing the serious discipline problems existing in inner-city secondary schools plus teacher and administrator perceptions of it, the author tells educators that they cannot expect to alter the home/school socioeconomic clash which generates the problem, but they can create a positive learning climate which will raise student achievement.

Burress, Carl B. "Group Workshops to Eliminate Self-Defeating Behavior as an Alternative to Suspension in the Secondary School." Together. v3, n1, p32-6. 1978.

Describes group workshops to eliminate self-defeating behavior as an alternative to suspension in the secondary school. Students who worked at understanding the SDB process reported they had better communication with their teachers and received fewer and in many cases no more disciplinary referrals. (Author)

Caldwell, Judith. "Basic Techniques for Early Classroom Intervention." Pointer. v24, n1, p53-60. Fall 1979.

Basic management of disruptive classroom behavior is a necessary aspect of classroom control. Three basic techniques are planned: ignoring, in which inappropriate behavior is not reinforced; signal interference, in which nonverbal signals on the part of the teacher affect behavior change; and proximity control, in which the teacher's physical proximity to the disturbance brings about desired behavior change.

Camp, William G. "Student Discipline Techniques, circa 1800." NASSP Bulletin. v65, n441, p40-44. January 1981.

Presents some techniques that were used to discipline students in American public schools during the first half of the nineteenth century.

Campbell, Cathy. "Atavistic Annelida: The Unconquerable Species." English Journal. v69, n6, p65-67. September 1980.

A humorous account of a student teacher's difficulties in interacting with students in a high school English class.

Chapman, Emily B. "An Analysis of Opinions about the Behavior of Disruptive High School Students and a History of Their Earlier School Behavior." Journal of the International Association of Pupil Personnel Workers. v23, n4, p196-204. September 1979.

Analyzes anecdotal records of students who have presented behavioral problems in previous schools and compares opinionnaires of students, parents, and faculty regarding attendance, attitudes, and communication. The students' records and opinionnaires are compared with their eleventh grade records to ascertain if these problems could have been detected earlier.

Clements, Robert D. "Art Teacher Appeals: A Way to Motivate and Discipline." Art Education. v31, n7, p15-17. November 1978.

By using a variety of entreaties (to natural consequences, to responsibility to one's peers, to desire for the teacher's respect, and to authority) and by giving students good reasons for adopting their recommendations, art teachers can discipline unobtrusively and gain greater motivational power in eliciting students' creative achievements.

Cummings, Charles H. "Consistency is the Key." Kappa Delta Pi Record. v17, n1, p28-30. October 1980.

The author suggests several techniques for improving secondary school discipline which emphasize cooperation between teachers and principals, consistent application of the rules, and positive attitudes that promote school morale and reward good student behavior.

Davidson, Daniel V. "Corporal Punishment: Legalized Battery." Educational Forum. v45, n1, p95-105. November 1980.

Reviews major court cases and arguments for the abolishment of corporal punishment in schools. Discusses psychological arguements against it and lists disciplinary alternatives.

DeNitto, John F. and Joseph L. Gufford, Jr. "Classroom Management: A Microcosm of Good Government." Clearing House. v52, n6, p263-64. February 1979.

The goal of classroom management, like government, is to create and maintain an environment which protects and advances individuals. Creating such a classroom environment involves trust between teacher and students, a conviction that misbehavior is relative, and student participation in finding alternatives for disruptive conduct.

Dobson, Judith E. and Russell L. "Teaching Self-Discipline: An In-Service Model." Humanist Educator. v17, n4, p172-81. June 1979.

This workshop outlines various approaches of helping teach self-discipline in the classroom. These approaches provide practical suggestions for teachers. If the social environment of the school seems

to be less than democratic, perhaps this workshop content, when implemented, will provide for more open, honest communication and cooperation.

Duke, Daniel L. "Making School Discipline Policy in the Eighties: Options, Illusions, and Dreams." Contemporary Education. v52, n1, p24-29. Fall 1980.

Five options for the improvement of discipline in the public school system in the eighties include more rules and harsher punishments, better teacher training in classroom management, relaxation of student suspension guidelines, increased campus security personnel and equipment, and changes in the juvenile justice system.

Duke, Daniel L. "Student Behavior, the Depersonalization of Blame, and the Society of Victims." Journal of Educational Thought. v12, n1, p3-18. 1978.

Offers a systematic review of various attempts to reach beyond the individual student to account for school behavior problems. Concentrates on family background, peer group influence, teaching quality, the school system, and society-in-general.

Fagen, Stanley A. and Nicholas J. Long. "Before It Happens: Prevent Discipline Problems by Teaching Self-Control." Instructor. v85, n5, p42-7, p95-6. 1976.

What determines an individual's capacity to control his own behavior? Article provided eight skill-clusters for emphasis in teaching children self-control.

Fagen, Stanley A. and others. "A Principal's Checklist for School Behavior Management." Pointer. v24, n1, p32-44. Fall 1979.

A checklist for helping administration, staff, students, and parents manage school behavior is presented.

Feldhusen, John F. "Behavior Problems in Secondary Schools." Journal of Research and Development in Education. v11, n4, p17-28. Summer 1978.

This article reviews and clarifies the problems of antisocial student behavior in schools, ranging from talking out of turn to violent attacks upon fellow students or teachers. It focuses on the high school and junior high school, and attempts to identify causes while examining programs and procedures for remediating or preventing such behavior.

Gaddis, R. G. "Negative Reinforcement: The Last Word in Discipline." Clearing House. v53, n8, p365-66. April 1980.

The author attempts to clarify the difference between punishment and negative reinforcement and suggests that negative reinforcement should be used only as a last resort as a disciplinary tool.

George, Paul S. "Discipline, Moral Development, and Levels of Schooling." Educational Forum. v45, n1, p57-67. November 1980.

Relates each of Kohlberg's six stages of moral development to the appropriate level of schooling and method of classroom discipline. Concludes that teachers can successfully solve discipline problems by choosing strategies from a stage just beyond the student's level.

Goodman, Gay and R. A. Pendergrass. "Competence in the Management of Classroom Behavior: An Eclectic Approach." Education. v96, n3, p297-301. 1976.

Addresses itself to the problem of managing disruptive student behavior in the public classroom. Three major models for handling behavior are identified: the disciplinarian approach, the behavior modification approach and the therapist approach.

Graff, Paul R. "Student Discipline--Is There a Bag of Tricks? Or Is Organization the Solution?" NASSP Bulletin. v65, n441, p1-5. January 1981.

Outlines the five items that one administrative team has stressed in promoting a workable, understandable, and realistic discipline program. The best move has been making administrators and counselors visible.

Hanna, Richmond. "Self-Control: Monitoring the Target Behavior Versus Monitoring a Competing Response." Journal of Counseling Psychology. v25, n5, p473-75. September 1978.

Subjects monitored either a target behavior or a competing response, namely, its nonoccurrence. Predicted interaction between style of monitoring and deficit or excess status of target behavior did not occur. Monitoring target behavior was the most effective tactic, producing lowest drop-out rate and greatest maintenance of self-monitoring.

Harris, Merril. "Children with Short Fuses." Instructor. v90, n4, p52-54. November 1980.

This article offers advice to the classroom teacher for dealing with a child subject to explosive temper tantrums. It discusses why such outbursts may occur, gives a sequence for controlling the tantrum and calming the child, and considers long-term methods for helping the child curb anger and aggression.

Hertz, Karl V. "Love and Discipline between Adults and Children." NASSP Bulletin. v65, n441, p37-39. January 1981.

Asserts that parents and teachers need to show both love and discipline toward children but should not confuse or misplace the two.

Houck, Don. "The Discipline Ladder--A Strategy for Managing Disruptive Behavior." NAASP Bulletin. v65, n441, p25-28. January 1981.

The "discipline ladder" approach emphasizes that each successive offense of the same type should result in punishment made more uncomfortable by the designed increments.

Howard, Rose A. "Middle School Discipline. What Do Teachers Prefer?" Clearing House. v54, n4, p155-57. December 1980.

During 1978, 194 teachers identified as effective in 21 Kentucky middle schools were surveyed about techniques they would use to deal with 15 discipline problems. Agreement on preferred technique was highest for serious infractions. Individual attention was preferred for minor annoyances. Existence of a district discipline code affected teachers' responses.

Huffine, Susan and others. "Teacher Responses to Contextually Specific Sex Type Behaviors in Kindergarten Children." Educational Research Quarterly. v4, n2, p29-35. Summer 1979.

Kindergarten teachers were more likely to discipline when boys were verbally disruptive, but disciplined girls for disruptive aggressive behaviors. Teachers were physical when responding to boys' disruptions and used verbal and nonverbal behaviors when responding to girls' disruptive behaviors. Girls' questions received longer teacher responses.

Hull, Howard. "In Defense of 'Frills'." Tennessee Education. v8, n3, p19-23. Winter 1979.

Asserting that a well planned art program is vital to every student in Tennessee, this article argues that art: increases perception; provides aesthetic expression; provides multiple skill development; increases appreciation of beauty; provides decision making opportunities; promotes self-discipline; provides accomplishment opportunities; aids in social adjustment, group cooperation, and much more.

Hyman, Irwin A. and others. "Discipline in American Education: An Overview and Analysis." Journal of Education. v161, n2, p51-70. Spring 1979.

This paper integrates information from several areas regarding the use of discipline in American schools. The material provides a framework for conceptualizing what happens when children misbehave.

Johnson, Richard W. "Can Schools Cope with the Chronically Disruptive Student?" NASSP Bulletin. v63, n428, p10-15. September 1979.

An alternative educational program that is highly structured, closely supervised, and appropriately staffed is proposed for the chronic disruptive student.

Karpowitz, Dennis H. "Reinstatement as a Method to Increase the Effectiveness of Discipline in the School or Home." Journal of School Psychology. v15, n3, p230-237. 1977.

The results of this study suggest a practical alternative to increase the effectiveness of discipline in the home and school. Parents and teacher might well rehearse (reinstate) with the child the transgression sequence just prior to the discipline. (Author)

Kohl, Herb. "Insight: A Fair Trial." Teacher. v97, n8, p12, 16. May-June 1980.

In the January 1980 issue of "Teacher," the author proposed handling discipline problems through classroom trials. In this column, he expands on that scenario in response to critics worried about the civil rights of the child on trial, guarantees of fairness, and the role of the defendant's parents.

Lasley, Thomas J. "Helping Teachers Who Have Problems with Discipline--A Model and Instrument." NASSP Bulletin. v65, n441, p6-15. January 1981.

Presents a model explaining student misbehavior in the classroom and an instrument that translates the model into improved supervision of teachers, particularly in helping teachers learn to handle student misbehavior.

Ligon, Jerry. "How to Run a Needs Meeting Meeting. Clearing House. v52, n7, p336-39. March 1979.

The author describes a meeting at which he and his students jointly set classroom roles agreeable to everyone. He used the no-lose method of problem solving, posited by Dr. Thomas Gordon, author of Parent Effectiveness Training. The six steps of the method are elucidated.

Marin, Glenn H. "Coping with the Chronic Disruptive Student." Illinois School Research and Development. v17, n1, p35-38. Fall 1980.

Looking at the emotional and academic needs of the chronically disruptive student, the author proposes a temporary alternative class, emphasizing self-esteem development and individualized instruction, as the best programmatic solution.

Martin, Wilfred B. W. and others. "Observations from Teachers and Students on School Discipline." Clearing House. v54, n2, p80-82. October 1980.

Data for this paper were drawn from surveys of 727 teachers and 1278 students. Findings are reviewed on teachers' perceptions of the causes of discipline problems, their frustrations about organizational constraints on discipline, and students' views of the ineffectiveness of two commonly used methods of punishment: suspension and extra homework.

Morales, Carmen A. "Discipline: Applicable Techniques for Student Teachers." Education. v101, n2, p115-17. Winter 1980.

Discusses what is being done at one teacher training institution to train preservice teachers in the area of classroom management. Includes preservice teachers' reactions to this training program.

Moyer, David H. "Discipline in the Urban Middle School: A Rehabilitative Process." NASSP Bulletin. v62, n416, p68-74. 1978.

Discipline in the urban middle school is a rehabilitative process requiring accurate adult perception of the kinds of behavior problems which interfere with student achievement.

Newman, Joan. "From Past to Future: School Violence in a Broad View." Contemporary Education. v52, n1, p7-12. Fall 1980.

Two explanations for school violence are evaluated from an historical viewpoint. One approach assumes an inherent relationship between the behavior of students and the disciplinary practices of the schools. The second approach attributes school disorders to characteristics of the students.

Rowan, Patricia. "In Touch with the Others." Times Educational Supplement (London). v3174, n23. 1976.

John Hellier, the head of Brislington School at Bristol, describes an adjustment unit for disturbed students and the ingredients necessary to make it a success.

Rowan, Patricia. "Outlets for Aggression." Times Educational Supplement (London). v3174, n23. 1976.

At Greenesfield Remedial Centre, Gateshead, students participated in projects designed to help them understand themselves while developing their talents and learning to cope with life's everyday problems.

Rowan, Patricia. "Short-term Sanctuary." Times Educational Supplement (London). v3174, n21. 1976.

Units to help disruptive children--and those they disrupt--have been set up by some authorities and schools. Author looks at policies and practice in Bristol, Gateshead and the ILEA units in Reading. (Editor)

Schaible, Ann E. and David J. McCracken. "Dealing with Disruptive Behavior." Agricultural Education Magazine. v52, n2, p39. August 1979.

Summarizes the results of a study which identified discipline problems in fifty vocational agriculture classes of student teachers and beginning teachers. Reviews effective and ineffective ways to handle discipline problems in the classroom.

Schultz, Edward W. and Wilbur T. Walton. "On the Horizon. Biofeedback and Self-Management of Stress in Schools." Pointer. v24, n1, p107-13. Fall 1979.

The use of biofeedback in the self management of stress in school children is discussed. Educational research on biofeedback suggests that biofeedback training can help children to learn relaxation skills, reduce school-related anxiety, and gain a measure of self-discipline and confidence.

Seyfarth, John T. "Discipline as a Cooperative Venture: Where are We?" Urban Review. v12, n2, p87-90. Summer 1980.

Principals and assistant principals from 345 secondary schools were surveyed regarding (1) the quality of discipline in their schools, (2) student behaviors perceived to be of most concern to administrators and teachers, and (3) the extent and ways that parents, teachers, counselors, administrators, and students themselves are involved in discipline.

Smith, John K. and Douglas A. LaPlante. "Student and Teacher Perceptions of Fair versus Unfair Teacher Activities and the Problem of Teacher Legitimacy." High School Journal. v64, n3, p108-14. December 1980.

A questionnaire was administered to 180 students and 53 teachers in a rural and an urban high school. Results indicate a fairly wide "shared perception" of the fairness of teacher actions in general discipline, but significant differences on control of the academic process and content. The questionnaire is included.

Smith, Michael. "A Response to Penta." Educational Theory. v28, n2, p154-5 1978.

In contrast to Gerard C. Penta's notion, this article maintains that the teacher must have the discretion to punish the misbehaving student and denies that this is necessarily authoritarian.

Spaulding, Robert L. "Control of Deviancy in the Classroom as a Consequence of Ego-Enhancing Behavior Management Techniques." Journal of Research and Development in Education. v11, n4, p39-52. Summer 1978.

Describes some of the benefits of systematic behavior modification at the elementary level. Elementary school discipline is examined, not as a set of responses to deviancy and delinquency, but as an integral part of generic concepts of classroom management and instruction.

Spillman, Carolyn V. "Classroom Management: Mystery of Mastery?" Education. v101, n1, p41-45. Fall 1980.

Examines some basic principles underlying success or failure in classroom management and suggests activities to promote cooperative awareness among students.

Terrell, Henry W. "Better Use of Staff Time to Improve Student Behavior." NASSP Bulletin. v64, n440, p82-86. December 1980.

When discipline problems arise, the referral system outlined here, in which teachers, counselors, and administrators know what is expected of them, may help principals save time and retain effectiveness.

Thomas, John W. "Agency and Achievement: Self-management and Self-regard." Review of Educational Research. v50, n2, p213-40. Summer 1980.

Studies in self-management, attribution, and achievement motivation challenge the view that basic skills instruction requires strong teacher control, structure, convergence on learning activities, less pupil freedom, and less experimental teaching activities. Student-managed instruction yielded the greatest achievement gains and heightened achievement motivation and self-control.

Timmreck, Thomas C. "Will the Real Cause of Classroom Discipline Problems Please Stand Up." Journal of School Health. v48, n8, p491-97. October 1978.

This article addresses the possible causes of discipline problems in the classroom.

Travers, Paul D. "An Historic View of School Discipline." Educational Horizons. v58, n4, p184-87. Summer 1980

This article surveys educational environments and philosophies of school discipline from the colonial era through the twentieth century to illustrate that students have always been considered difficult to control.

Welsh, Ralph S. "Delinquency, Corporal Punishment, and the Schools." Crime and Delinquency. v24, n3, p336-54. 1978.

Of all types of aversive behavioral control, corporal punishment appears most apt to induce aggression. A theory relating delinquent aggression to severity of parental discipline is sketched out. It is suggested that a national effort be made to discourage use of corporal punishment as a socially acceptable child-rearing technique.

White, Gerald L. "Discipline Is a Basic Requisite for Learning." Education. v101, n1, p85-87. Fall 1980.

In order for any learning to occur in the classroom, discipline must be applied. Next, a good basic curriculum must be established by local administrators and staff utilizing input from the local community.

Wiley, Richard L. "The Business of Education." Contemporary Education. v52, n1, p47-49. Fall 1980.

While many classroom problems can be solved by competent and able teachers, all discipline problems cannot be solved by teachers. It is possible to solve problems of discipline by involving the local community in making positive and needed changes.

Workman, Edward A. and Hector, Mark A. "Behavioral Self-Control in Classroom Settings: A Review of the Literature." Journal of School Psychology. v16, n3, p227-36. 1978.

Reviews the research on the use of behavioral self-control procedures with students in classroom settings. The use of behavioral self-control procedures appears promising with on-task and academic behaviors and inconclusive with disruptive behavior.

Wynne, Edward A. "Improving Student Discipline in the 80s: The Revival of Deterrance." Contemporary Education. v52, n1, p30-35. Fall 1980.

The approach taken by Thomas Jefferson concerning problems of student discipline in colleges is viewed in historical perspective and comparisons are made to the contemporary view of adolescent disorder. Recommendations are made for the coming decade.

OTHER ARTICLES
(Not Annotated)

Adelson, Joseph. "What Happened to the Schools." Commentary. v71, p36(6). March 1981.

"Allow Spanking in Schools?" US News and World Report. v88, p65(2). June 2, 1980.

Barth, Roland S. "Discipline: If You Do That Agai-" (School Discipline). Phi Delta Kappan. v61, p398(3). February 1980.

Berry, Bill. "How to Stop Terror in Schools: East Cleveland Got Tough With the Toughies and Made Schools Safe." Ebony. v36, p106(7). April 1981.

Bloom, Robert B. "Teachers and Students in Conflict: The CREED Approach" (Creative Effective Discipline). Phi Delta Kappan. v61, p624(3). May 1980.

Brodbelt, Samuel. "Effective Discipline." Clearing House. v54, p5(5). September 1980.

Clark, Kenneth and Charles Miller. "Should Corporal Punishment Be Abolished in the Elementary School?" (Pro and Con). Instructor. v89, p22(1). March 1980.

Cryan, John R. "The Hick'ry Stick: It's Time to Change the Tune." Phi Delta Kappan. v62, p433(3). February 1981.

onohue, John W. "STOPP" (Society of Teachers Opposed to Physical Punishment). America. v143, p28(3). July 19, 1980.

Duke, Daniel L. "School Discipline Policy in the 1980s." Education Digest. v46, p6(4). February 1981.

Frith, Greg H., Jimmy D. Lindsey, and Jack L. Sassser. "An Alternative to School Suspension: The Dathan Model." Phi Delta Kappan. v61, p637(2). May 1980.

Gaddis, R. G. "Negative Reinforcement: The Last Word In Discipline." Clearing House. v53, p365(2). April 1980.

Heisner, John D. "The Tanning of Tails: Where do you Stand?" (Corporal Punishment). Instructor. v90, p26(1). September 1980.

Heisner, John D. "There's Something Wrong Here . . ." (Items About Education in the News) (Editorial). Instructor. v90, p20(1). March 1981.

Hentoff, Nat. "Child Abuse in the Schools: What Every Parent Should Know." Ladies Home Journal. v97, p101(7). April 1980.

Herman, Barry E. "Discipline Don't-Forgets." Instructor. v90, p170(1). February 1981.

Hill, Frederick W. "Corporal Punishment and the Schools." American School and University. v53, p14(2). September 1980.

Howard, Rose A. "Middle School Discipline: What Do Teachers Prefer?" Clearing House. v54, p155(3). December 1980.

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Jones, Regina S. and Laurel N. Tanner. "Classroom Discipline: The Unclaimed Legacy." Phi Delta Kappan. v62, p494(3). March 1981.

Lasley, Thomas J. "Faceworking: Helping Students Save Face in the Classroom." Clearing House. v53, p5(3). September 1979.

Levine, Mary Ann and Richard H. Kindsvatter. "The Application of Theories of Children to Disciplinary Practice." Clearing House. v53, p261(5). February 1980.

Levine, Mary Ann and Richard Kindsvatter. "The Myths of Discipline." Phi Delta Kappan. v61, p690(4). June 1980.

Lichtenstein, Edward. "Suspension, Expulsion, and the Special Education Student," Phi Delta Kappan, March 1980.

Martin, Barbara A. "The Slammer: An In-School Suspension Program." Education Digest. v45, p36(3). January 1980.

Martin, Wilfred B.W., Ishmael J. Baksh, and Amarjit Singh. "Observations from Teachers and Students on School Discipline." Clearing House. v54, p80(3). October 1980.

McDaniel, Thomas R. "Corporal Punishment and Teacher Liability." Clearing House. v54, p10(4). September 1980.

McDaniel, Thomas R. "Exploring Alternatives to Punishment: The Keys to Effective Discipline." Phi Delta Kappan. v61, p455(4). March 1980.

McLemore, William P. "The ABC's of Classroom Discipline." Clearing House. v54, p205(2). January 1980.

"Mouth Washed With Soap: Girl's Mother Files Suit for $1.5 Million in Damages." Jet. v59, p37(1). March 5, 1981.

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ED 144931 The Disruptive Student and the Teacher. NEA Professional Studies Series, by Wendell L. Rivers. 1977. 42p.

Methods are described for the classroom management of disruptive children, defined as those who cannot be classified as emotionally disturbed or mentally retarded but who, either periodically or chronically, cause problems in classroom management or discipline. No attempt is made to provide exhaustive theoretical background, but, rather, concentration is upon practical suggestions that can be used by the teacher in managing disruptive behavior. Theory that is discussed is based upon the premise that disruptive behavior is a form of communicative behavior--i.e., the basis for most disruptive behavior is a state of pupil distress manifested by the child as a result of conditions prevailing in the home, at school, or both. Each chapter is divided into three parts, discussing (1) background information concerning the topic under investigation, (2) objectives relating to the role of the teacher in management of disruptive behavior, and (3) recommended techniques for the management of such behavior. Topics discussed are: (1) the nature of disruptive behavior; (2) the disruptive child; (3) general management techniques; (4) the disruptive classroom; (5) when to call for help; (6) the emotionally disrupted child; (7) the disrupted teacher; and (8) research findings relating to disruptive behavior in the classroom.

ED 148775 Improving Teacher Ability to Cope Effectively with Disruptive Behavior in the Classroom, by Frank R. Petruzielo. July 1977. 70p.

This document describes a practicum on the improvement of teacher ability to cope effectively with disruptive behavior and ultimately to reduce incidence of such behavior. Plans for accomplishing these objectives involved: (1) familiarizing participants with current concepts, techniques, and strategies for dealing with disruptive behavior and (2) assisting them in applying these techniques in individual classrooms. Eleven teachers in an urban school were selected to participate in a program of: (1) inservice seminars; (2) work sessions, with guidance counselors, occupational specialists, and other resource persons to identify ways each of these people could assist the teacher in working with disruptive students; and (3) practical application of techniques learned. Analysis of a post-test on teacher knowledge revealed that scores were, on the average, 75 percent higher than pre-test scores; target group members each realized a 65 percent (or higher) reduction in individual rates of disciplinary referrals to the office; and each participant enjoyed a net reduction of at least 60 percent in his previous rate of classroom disruptions.

ED 156314 The Last Straw: A Handbook of Solutions to School Behavior Problems, by Christina S. Volkmann. 1978. 105p.

This informally written handbook for elementary school teachers describes typical classroom behavioral problems and proposes ways of dealing with them. The "problem" student is identified as one who requires the teacher's personal energy of reactions, drawing attention away from the remainder of the class and creating added burdens for the teacher. Nineteen specific categories of problem students are described, including the bully, the quiet one, the superior snob, and the sneak. For each category, possible solutions to the behavior problem are described. Penalties that students may be subjected to in case the solutions provide inadequate are also suggested. In addition to this, general suggestions pertaining to ways of building a classroom behavioral foundation are discussed. These include daily, informal conversation sessions which allow for free discourse between teacher and students, parental involvement, and careful attention to the physical arrangement of the classroom.

ED 156602 Improve Communication to Improve Behavior, by Robert A. and Delorys E. Blume. April 29, 1978. 15p.

The problem of children's misbehavior in school is an urgent concern. Although misbehavior is not unique to the school, the whole of society suffers from violence. It is important to recall that those committing crimes today were yesterday's students. There are two modes for discipline in the schools. The "established" mode aims for teacher control of children's behavior. This mode assumes that students cannot be trusted to pursue their own learning. In contrast, the "emergent" mode aims to help children assume responsibility for their behavior and to encourage them to think about the effects of their actions upon others. The underlying philosophy of the emergent mode is that human beings have a natural potential for learning. The emergent mode of discipline builds upon the ideas of Ginott, Glasser, and Gordon which stress the importance of good student-teacher communication and for helping children accept personal responsibility for their actions. It is important for the schools to implement responsibility for their behavior so that they may become responsible citizens in a democratic society.

ED 167514 Classroom Discipline: Toward a Diagnostic Model Integrating Teacher's Thoughts and Actions. Occasional Paper No. 13, by Doran Gil and Philip S. Heller. July 1978. 15p.

The diagnostic approach is probably the most comprehensive approach to classroom discipline because it is designed to prevent the recurrence of symptoms by discovering and treating the causes of behavior problems. The diagnostic model of discipline presented here interrelates the mental and behavioral processes the teacher undergoes when dealing with a child's disruptive behavior. In conceiving of the teacher as a clinician, the model postulates that diagnostic judgment of the child's problems based upon observable symptoms is prerequiste to appropriately treating the problems. The model

provides a conceptual framework that will help teachers develop thoughtful and reasoned solutions to classroom discipline problems.

ED 180054 Key Elements in a Utah Statewide Program to Improve Student Discipline in Behavior and Studies, by M. Richard Maxfield. April 1979. 18p.

The Utah State Board of Education has developed, under the direction of an executive advisory committee, two process strategies to improve student discipline. The first, called "Democratic Discipline," is designed to alleviate discipline problems created or aggravated by school and classroom operation. State and national research results on discipline have been translated into operational principles necessary for an ordered democratic society to function effectively. Ten principles of understanding and ten operational principles are included in the program. The second process strategy is called "Conative Education." It is designed to produce self-discipline and motivation in students. Eight stages are outlined that are necessary to shift responsibility from the teacher to the student and result in the student determining his or her own responsibilities and acting by choice with a sense of purpose, expectation, and worth. The intent of the latter program is to eliminate discipline problems created by students themselves. The two processes were designed to work in tandem not only to treat, but more importantly, to prevent discipline problems. Both strategies were designed to facilitate student discipline in their studies as well as in their behavior.

ED 186408 Teachers' Thinking About Problem Students. Research Series No. 68, by Jere E. Brophy and Mary M. Rohrkemper. January 1980. 29p.

Teacher responses to problem student behavior was studied. Responses were coded for teachers' attributional inferences, concerning both problem students and their own ability to handle the problems. Attributional inferences differed according to problem ownership. For problems owned primarily by teachers themselves, students were seen as acting intentionally and able to control their behavior. For shared problems, teachers inferred that students were not acting intentionally but could control their behavior if helped. For problems owned mostly by the students, teachers inferred neither controllability nor intentionality, yet expressed greater confidence in their own ability to cope with the problems.

ED 187006 Educator Perceptions of Student Discipline, by William G. Camp. April 1980. 52p.

This paper reports on a survey of Indiana public secondary educator perceptions of student discipline problems. An extensive list of specific student misbehaviors are rated by respondents answering the following four questions. Which misbehaviors

are problems in the area of discipline? How often does each occur? How serious would it be when or if, it occurs? How much would it interfere with the learning environment? Comparisons are made between responses of teachers and administrators. A second set of comparisons are made among urban, suburban, and rural respondents. Major findings were that most serious problems occur only rarely and that the least serious behaviors occur most frequently.

ED 187036 Classroom Discipline: Recent Research, by Anthony P. Mattaliano. 1980. 20p.

This review of recent research offers practical suggestions for maintaining discipline in the classroom. The first half discusses, in outline form, techniques for preventing classroom disruption, action to take when problems arise, and when to use punishment. The second half examines specific ways to deal with student misbehavior. An outline lists cause of the misbehavior, prevention tactics to use, and recommended remedial action.

ED 189744 Presentation: National Association of Secondary School Principals (Miami, Florida, January 11, 1980), January 11, 1980. 20p.

Presented at the 1980 meeting of the National Association of Secondary School Principals, the paper discusses how to deal with disruptive students. Aspects considered include the role of schools in America, a look through the student's eyes, the parent and family, and the educator's role. Several techniques that have been successful in working with disruptive students are described, including defining what can and cannot be changed, determining what else is going on in the student's life, communicating with the student, teaching the student to deal with conflict, extending special school privileges to disruptive students, and getting a firm commitment from the student.

ED 190422 Discipline in the Music Class. Competency-Based Music Teacher Education Instructional Module, by Manny Brand. 1980. 16p.

A unit to aid music teachers in developing classroom management techniques is presented. It is appropriate for teacher education classes or for inservice programs. The focus of the course is based on five readings which include essays from "Instrumentalist," "Today's Education," "Instructor," and "Systematic Instruction," plus a book, "Dynamics in Teaching, Learning, and Growth," (Hamachek). Participants are required to list techniques in handling class disturbances; summarize the content of the readings; discuss advantages and disadvantages of management techniques such as deliberate ignoring, signal intervention, proximity control, decontamination through humor,

nonpunitive exile, and behavior modification; and respond to written simulations of teaching situations. The unit encompasses approximately eight to ten hours including two fifty-minute discussion periods.

ED 190524 Mission Possible: The Pre-service Teacher and Discipline, by Fred M. and Jane A. Page. nd. 8p.

Student teachers need specific guidelines for classroom discipline that include preventive techniques, direct techniques, and techniques for dealing with severe or consistent misbehavior. This guide gives examples for each technique along with the proper situation for their use.

ED 191974 A study of Practices and Policies for Discipline and Dropouts in Ten Selected Schools, by William M. Fox and Nancy Elder. February 1980. 15p.

This report reviews the current literature on drop-outs and school discipline and discusses a survey of ten North Country high schools used to generate information to be used by schools when re-evaluating policies regarding these issues. Survey data was collected using questionnaires completed by the principals of the ten schools. Recommendations were made based on the literature review and survey results. They include (1) early and systematic identification of potential dropouts, (2) use of in-school suspensions as a disciplinary measure, (3) written guidelines for acceptable student behavior and the consequences if rules are broken, (4) involvement of students, parents, and faculty in the development of school disciplinary policies, and (5) an emphasis on the positive aspects of students' behavior. A checklist to aid early identification of potential dropouts is included.

ED 193359 Written Just for You! Be Cool in School. Uniform Code of Student Conduct. 1977. 13p.

This booklet, based on the court ordered Uniform Code of Student Conduct, published by the Detroit Public Schools, is designed to make elementary school students in Detroit, Michigan aware of their rights and responsibilities in school. In simple language, the booklet delineates laws and rules the students must abide by, discusses disciplinary actions that will be taken if rules are broken, explains the students' legal rights, and outlines responsibilities students have toward their peers, teachers, and themselves.

ED 193766 An Approach to Combat Student Misbehavior at the Ninth Grade Level: The Committee on Referral and Evaluation (C.O.R.E.), by Daniel G. Newman. October 11, 1979. 187p.

The Committee on Referral and Evaluation (CORE) was the second phase of a two-phased practicum designed to improve the behavior of students identified as hard-core discipline problems. The first phase was a computer discipline recordkeeping system used

to identify problem students. The CORE Program combined school, community, and state agencies in an effort to intervene at an early level, the ninth grade, to solve current discipline problems and prevent future problems. A student identified as a hard-core discipline problem was evaluated by the committee to determine the best "prescription" for treatment. Possible treatments included family counseling at a local agency; counseling by a teacher or student; a new program of study; a job-experience program; a home-study, correspondence, or night school program; vocational rehabilitation; the Job Corps; a community college program; a mental hygiene clinic; private psychiatric care; or other community resources. The last resort was expulsion. Spinoffs of the program were a substance abuse prevention program for all ninth graders and a career counseling program. The program succeeded in enrolling all participants in a therapeutic program, informing parents about CORE facilitating counselor contact with all students, reducing suspensions by 25 percent, and reducing the number of detentions for those involved.

ED 194465 Values and the Search for Discipline--Some Strategies, by Stephen J. Taffee. 1980. 13p.

Decisions about what a teacher finds to be acceptable classroom behavior vs. unacceptable classroom behavior are value decisions. Unless a teacher has identified and delineated personal beliefs, attitudes, and feelings about discipline, and shaped them into a system of responses which are consistent with his or her personal teaching style, a variety of behavioral problems are likely to occur. A program focusing on strategies for clarifying values is described. The first strategy is an exercise in understanding how ambiguous the word "discipline" is, and in using value words more precisely. A demonstration is given in the second strategy on the undesirability of assuming that reactions to discipline problems are unequivocally right or wrong. Strategy number three asks teachers to rank in order, from most acceptable to least acceptable, behaviors in the classroom. In the fourth strategy, teachers are required to identify their own attitudes and feelings toward described classroom situations. Participants in these clarification sessions are asked to describe real or fictional individuals whom they consider disciplinarians. A format is presented by which teachers may examine negative feelings toward certain students with whom they are in contact. The final strategy presents a moral dilemma in a hypothetical situation and requires a reasoned solution and discussion of the values upon which the solution is based.

ED 194950 Discipline by Grade Reduction and Grade Denial Based on Attendance, by Lee B. Liggett. 1980. 10p.

The courts have established that students have a right to due process when they are suspended from school for disciplinary reasons, since suspension involves depriving the student of

his entitlement to an education. When grade reduction is used for punishing absence or tardiness or to discourage unacceptable behavior, must due process also be used? From several cases tried in federal courts it appears that due process must be used, but the appellate court of Illinois and the Supreme Court disagree on how to tell whether due process has been denied. The Supreme Court, in "Goss v. Lopez," stated that any deprivation of rights required procedural due process, while the appellate court held in other cases that the severity of deprivation had to be unreasonable before due process rights could be considered to have been denied. In general, it appears that grading of the awarding of academic credit should not be used arbitrarily to control behavior, but should depend on the subjective evaluation of the teacher of each course in question.

ED 196169 Developing Schools That Teach Self Discipline, by William W. Wayson. 1980. 170p.

Developing Student Self-Discipline in Schools and Classrooms is a program designed for teachers, counselors, administrators, educational decision makers and other school personnel who are concerned about the disruptive effect of discipline problems in many schools today. The course offers a repertoire of proven techniques and skills useful for creating a climate of self-discipline within the school, including role-playing, goal definition, reinforcement, exemplary instruction, personal assertion, and interpersonal influencing. The course is based on the philosophy that school discipline problems are rooted in the way that adults operate with one another and with students, and in the way the school is organized as a social system. Therefore, discipline problems cannot be significantly reduced by concentrating only on the misdeeds of individual students. Attention must be focused on establishing long-range continuing habits of behavior that teach and sustain self-discipline among all members of the school.

ED 196884 The Influence of Problem Ownership on Teachers' Perceptions of and Strategies for Coping with Problem Students, Research Series No. 84., by Jere E. Brophy and Mary M. Rohrkemper. August 1980. 41p.

Elementary teachers read vignettes depicting incidents involving (fictional) students who presented chronic behavior problems, and then told how they would respond if the incidents occurred in their classrooms. Responses were coded for attributions about the students and about the teacher's roles in causing and remediating the problem. Teachers attributed controllability and intentionality to students presenting teacher-owned problems. Students presenting shared problems often were seen as able to control their behavior, but not as misbehaving intentionally. The contrasting patterns of attribution seen in their three levels of problem ownership were also associated with contrasting patterns of goals and strategies. The data bear

out expectations based on attributional analyses of helping behavior, but raise questions about teachers' preparedness to cope with problem students.

ED 196886 Teachers General Strategies for Dealing with Problem Students. Research Series No. 87, by Mary M. Rohrkemper and Jere E. Brophy. September 1980. 34p.

Elementary teachers' responses to vignettes depicting twelve types of student problem behavior (instructional concerns: failure syndrome, perfectionist, underachiever, and low achiever; aggression problems: hostile aggressive, passive aggressive, and defiant; activity issues: short attention span, hyperactive, and immature; and peer relation difficulties: shy/withdrawn and rejected by peers) were analyzed for points of agreement across the twelve types of problem behavior concerning problem solving strategies that involved rewards, punishments, supportive behaviors, and threatening/pressuring behaviors. subanalyses were conducted to identify distinctions between teachers who differed by school location, grade level, teacher role perception (primarily instructor vs. primarily socializer), and management expertise (outstanding vs. average). In general, teachers' responses to the vignettes involved more punishment than reward, and supportive behavior more than threatening or pressuring behavior.

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ABC's of Behavioral Education, The
1971 Color 20 min Rental: $9.00
The film emphasizes the relationships between antecedents, behaviors and consequences; describes how antecedents and consequences can be programmed in a school environment to inrluence staff and student behaviors using the Anne Arundel County Learning Center. The students, ranging in age from 12-17 years, have been ejected from schools throughout the county. As a result of a variety of social and acedemic deficits, they have histories of failure, punishment and frustration in traditional school settings. Success is maximized for the students by individualized instruction through a curriculum broken down into surmountable academic tasks. Motivation is built through positive reinforcement. Students are free to remain outside of or leave a work area at any time but they tend to remain in the work area and complete the academic work.

University of Wash

Adolescence: The Winds of Change
1975 Color 31 min Rental: $16.00 New
Presents a frank and in-depth discussion by both adolescents and child development experts on the physical, sexual and cognitive changes in the adolescent. Explores the effects of parental attitudes on adolescent development and the problems imposed on both parent and adolescent within our rapidly changing world.

University of Wash

Adolescent conflicts: Coping with competition. Filmstrip Guidance Associates, 1974.
2 filmstrips (pt. 1, 84 fr.; pt. 2, 82 fr.) color. 35mm. and 2 phonodiscs: 12 in. 33 1/3 rpm., 10 min. each.
SUMMARY: Presents three dramatic scener which explore benefits and pitfalls of competitive behavior in a swimming team situation, in a family argument over educational aims, and in a girl's choice between competing to win or playing for enjoyment and growth. Printed questions follow each scene.
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Adolescent conflicts: dealing with anger. Filmstrip Guidance Associates, 1974.
2 filmstrips (pt. 1, 59 fr.; pt. 2, 82 fr.) color. 35mm. and 2 phonodiscs (2 s. each; 1 s. for manual projector, 1 s. for automatic projector); 12 in.; 33 1/3 rpm.; pt. 1, 7 min.; pt. 2, 11 min.
SUMMARY: Discusses some of the fantasy outlets used by young people to channel anger and rage. Examines the functions of primary process and secondary process fantasies, and the tendency to use friends and others as scapegoats.
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Adolescent conflicts: dealing with group pressure. Filmstrip Guidance Associates, 1974.

2 filmstrips (pt. 1, 76 fr.; pt. 2, 70 fr.) color. 35mm and 2 phonodiscs (2 s. each; 1 s. for manual projector, 1 s. for automatic projector); 12 in.; 33 1/3 rpm.' pt. 1, 8 min. pt. 2, 10 min.

SUMMARY: Dramatizes important issues raised when personal integrity conflicts with group loyalty. Explores the imperatives of loyalty, conscience, group pressure and shows how young people must sometimes choose among them.

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The Adolescent experience: Developing values. Filmstrip Guidance Association, 1973.

2 filmstrips (pt. 1, 68 fr.; pt. 2, 87 fr.) color. 35mm. and 2 phonodiscs (1 s. each); 12 in.; 33 1/3 rpm.' pt. 1, 7 min.' pt. 2, 10 min.

SUMMARY: Discusses how values are formed, reviewing several kinds of value reference points, including religion, parental authority, and peer groups.

#SFS-001 WA State Library

The Adolescent experience: Setting goals. Filmstrip Guidance Associates, 1973.

2 filmstrips (pt. 1, 103 fr.; pt. 2, 97 fr.) color. 35mm. and 2 phonodiscs (1 s. each); 12 in.; 33 1/3 rpm.; pt. 1, 13 min.' pt. 2, 14 min.

SUMMARY: Helps foster the ability to develop personal and career goals. Emphasizes the need to recognize potential, to examine motivations, and to make active choices in determining life goals.

#SFS-003 WA State Library

The Adolescent experience: interpersonal relationships. Filmstrip Guidance Associates, 1973.

2 filmstrips (pt. 1, 87 fr.; pt. 2, 82 fr.) color. 35mm and 2 phonodiscs: 12 in., 33 1/3 rpm., (pt. 1, 8 min.; pt. 2, 10 min.)

SUMMARY: Deals with the adolescent and his relations with other people. Part 1 dramatizes a stress situation within a basically stable family; part 2 makes children aware of problems that parents must solve within themselves, and examines behavioral options open to young peole who claim their full individuality.

#SFS-002 WA State Library

The Adolescent experience: shaping identity. Filmstrip Guidance Associates, 1973.

2 filmstrips (pt. 1, 67 fr.; pt. 2, 77 fr.) color. 35mm and 2 phonodiscs: 12 in. 33 1/3 rpm., 8 min. each part.

SUMMARY: Helps students relate the concept of identity to their own lives. Deals with feelings about self-image, individuality, and integrity. Focuses on interaction between heredity and environment. Includes peer comment and quotations from E.E. Cummings, Herman Hess, Somerset Moughan, and S.I. Hayakawa.

#SFS-004 WA State Library

The Adolescent experience: understanding emotions. Filmstrip. Guidance Associates, 1973.

2 filmstrips (pt. 1. 67 fr.; pt. 2, 53 fr.) color. 35mm and 2 phonodiscs (2 s. each; 1 s. for manual projector; 1 s. for automatic projector); 12 in.; 33 1/3 rpm.; pt. 1, 9 min.; pt. 2, 7 min.

SUMMARY: Helps adolescents recognize and deal with the sometimes strong emotions of youth.

#SFS-176 WA State Library

Age of Turmoil

1953 20 min Rental: $8.00

(Adolescent Development Series) Presents emotional problems faced in early adolescence such as giggling, noisiness, destructive criticism, unrealistic daydreaming and seemingly useless activity.

University of Wash

Aggressive Child

(ND) 28 min Rental: $10.50

Six year old who is always in trouble because of fighting. Illustrates the relationship between emotions and behavior, demonstrates some techniques in play therapy and helps parents recognize the child's need to grow at his own pace.

University of Wash

Angry Boy

1951 33 min Rental: $8.00

Dramatized story of a boy caught stealing at school. A clinic psychiatric investigation reveals an emotional disturbance related to his family life.

University of Wash

Behavior Modification in the Classroom

24 min sd col (c) Rental: $11.50

How teachers use operant conditioning and modeling procedures to help children become more task-oriented. Three applications demonstrations involving primary pupils show an increase in their task-oriented behavior. Restricted to use in Washington State. (Stanford University 1970)

WA State University

Behavior theory in practice. Part 1, Respondent and operant behavior. Motion picture Meridith Publishing Co., c:965. Made by Charter Oak Studios. Revised by Appleton-Century-Crafts.

20 min. sd. color. 16mm.

SUMMARY: Discusses general laws which govern many kinds of behavior in many different species. Examines basic principles with laboratory animals and then extends these findings to other species outside the laboratory. Presents systematic description of behavior within the framework of a single model, the Skinnerian behavior theory.

** #068-039 WA State Library

Beyond LSD: a film for concerned adults and teenagers. Motion picture Paul Burnford. Released by Film Associates of California, 1968.
25 min. sd. color. 16mm.
SUMMARY: Dr. J. Thomas Ungerleider discusses social causes of the generation gap between parents and teenagers and its relationship to the current LSD and other drug problems. Shows a group of parents seeking help in understanding what is wrong in their relationships with their teenagers.
#014-022 WA State Library

Bright Boy, Bad Scholar
(ND) 28 min Rental: $8.00
Troubled Child Series) Makes parents and teachers aware of the true nature of some children's learning problems so that they seek special help as soon as possible. Demonstsrates some methods of testing children's learning abilities and shows that poor learners are not necessarily disturbed or retarded.
University of Wash

Busted: a story of teenagers in trouble. Motion picture. Golden State Film Productions. Released by AV-ED Films, 1970.
14 min. sd. color. 16mm.
SUMMARY: Shows how the law operates in relation to juveniles by focusing on the experiences and personal reactions of three teenagers who were arrested for various crimes committed for the sake of excitement. Points out how a jail record can affect one's future.
** #078-006 WA State Library

Changing Kip
1970 Color 30 min Rental: $10.50
A film designed to teach parents how to alter their children's behavior. Instruction in the basic principles of behavior modification and their application is presented within the framework of the actual treatment program for a five-year-old boy with "autistic" behaviors. The film emphasizes that these principles are applicable for all children. No labels are used.
University of Wash

Childhood aggression, a social learning approach to family therapy. Motion picture. Distributed by Media Guild. 1974.
1 reel, 30 min.; sd., col.; 16mm. & guide.
SUMMARY: A case study of a family using special learning techniques to modify the behavior of a hyperactive child.
#007-026 WA State Library
U of W (rental: $18.00)

Cipher in the Snow
22 min sd col s-(c) Rental: $12.50
Shows the effect that neglect and unconcern can have on some people. One teacher resolves that, "No one shall ever leave my class a nobody." (Brigham Young University 1973)
WA State University

Classroom intervention: an alternative to self-contained special education classes. Motion picture. The Office, 197-?
1 reel, 26 min.: sd., col.; 16mm.
SUMMARY: Focuses on a program in the Franklin Pierce School District, Tacoma, Washington, which aims to keep all children in regular classrooms in contact with their peers by providing teachers with classroom counselors, special materials and special center to which students with learning difficulties can be referred.
reel col. sd. 16mm #096-010 WA State Library

Confident Learner: Self-Esteem in Children
15 min sd col s-c Rental: $10.50
In this engaging, information-packed film, the principles for helping children develop self-esteem are stated while the camera follows relevant scenes in several classrooms. (Lawren Productions 1977)
WA State University

Conflict
1956 19 min Rental: $8.00
Dramatizations of four basic types of conflict in situations typical to high school and college students; same types of conflict demonstrated with rats under laboratory control; how laboratory experimentation assists in analyzing and interpreting behavior.
University of Wash

Coping skills for the ESL student. Videorecording Palomar College, c1977.
1 cassette, 47 min. : sd., col.; 3/4 in.
SUMMARY: shows Lotte Marcus demonstrating the technique of using dramatic teleplays, designed to enhance the Spanishspeaking student's confidence and ability to cope with anxietyproducing cross-cultural encounters.
** #VT3-195 WA State Library

Cry Help
1970 Color 73 min Rental: $27.00
This study focuses on three teenagers who are a part of the estimated 6 million mentally disturbed adolescents who need help to deal with their problems. It observes their participation in an enlightened program which uses devices such as video tape self analysis, psychodrama and body awareness to help them regain their emotional stability and function once more in society.
University of Wash

Dare to be different. filmstrip Guidance Associates of Pleasantville, N.Y., 1968.
2 filmstrips (pt. 1, 96 fr.; pt. 2, 112 fr.) color. 35mm and 2 phonodiscs: 12 in., 33 1/3 rpm., 15 min. each
SUMMARY: Stimulates teenagers to think about the kinds of persons they want to be, pointing out that the fast moving technological age of today needs the ideas and work of creative nonconformists.
#SFS-019 WA State Library

Dare to Discipline
1977 Color 29 min Rental: $17.00
Dr. James C. Dobson explains the importance of teachers establishing and maintaining their authority in the classrom from the very first day of school. This"back-to-basics" discipline approach, broken down into six simple steps, is designed to build self-esteem and responsibility in students, while upgrading and refining the leadership skills of the teacher.
University of Wash

The Development of feeling in children. Motion picture Parents' Magazine Films, 1974.
35 min. sd. color. 16mm.
SUMMARY: Shows how the feelings of love, hate, and anger develop in the young child, and suggests ways in which the parent, or professional can help a child share and express his feelings.
reel col. sd 16m #006-072 WA State Library

The Development of feelings in children. Filmstrip. Parents' Magazine Films, 1973.
5 filmstrips. color. 35mm. and phonodisc: 2s., 12 in., 33 1/3 rpm., 45 min.
SUMMARY: Offers guidance in helping children develop and express their feelings.
CONTENTS: 1. How feelings grow. 58 fr.-- 2. How to deal with fear. 72 fr. -- 3. Love and joy. 54 fr. -- 4. Anger and sadness. 46 fr. -- 5. Expressing feeling. 49 fr.
col. sd:cass 35m #SFS-172 WA State Library

Do we live or exist? Filmstrip Guidance Associates of Pleasantville, N.Y., 1971.
151 fr. color. 35mm. and phonodisc: 2 s., 12 in., 33 1/3 rpm., 12 min.
SUMMARY: Focuses on social problems and issues confronting youth. Created and performed by students from Woodlands High School, Hartsdale, N.Y.
#SFS-022 WA State Library

Failing to learn, learning to fail. Motion Picture Films Inc., 1978.
2 reels, 51 min.; sd.; col.; 16mm.
SUMMARY: Investigates the relationship between learning disabilities and delinquent behavior by examining the history of four youngsters afflicted with minimal brain dysfunction. Points out the importance of early diagnosis and reports on the progress being made in the treatment of this disorder.
#008-050 WA State Library

A Family crisis session. Motion picture. Center on Administration of Criminal Justice, c 1973.

1 reel, 60 min.: sd., col.' 16mm.

SUMMARY: Shows a full interview with the family of Candy, a troubled adolescent. Illustrates how family counselors help to start a family in crisis toward further growth and development. Intended to develop empathy of beginning family counselors for their clients.

#007-052 WA State Library

Family process. Motion picture. Center on Administration of Criminal Justice, c1973.

2 reels, 67 min.; sd, col.; 16mm.

SUMMARY: Introduces concepts in family crisis counseling. Shows what happens in the families of two teenagers, Kenny and Cathy, when each family's state of balance is threatened by delinquent behavior. Illustrates counseling strategies used to help the families use their own sources of energy to deal with the crisis.

** #007-048 WA State Library

Family rules. Motion picture. Center on Administration of Criminal Justice, c1973.

1 reel, 58 min.: sd., col.; 16mm.

SUMMARY: Describes how family crisis counselors discover the implicit family rules which result in delinquent behavior. Shows how such rules in Randy's family seem to indicate which members of the family will get into trouble. Discusses counseling methods to help the family become aware of its own nonverbal communication patterns.

#007-049 WA State Library

Feelin' good: alternatives to drug abuse. Motion picture. AIMS Instructional Media, c1979.

1 reel, 12 min.; sd., col.; 16mm & study guide.

SUMARY: Discusses substance abuse, pointing out the physical dangers of dependency and the risk involved in mixing drugs. Emphasizes that drugs don't free the mind; they rule it. Examines positive life choices which provide opportunities to feel good and make constructive things happen. For junior high ages and older.

#008-054 WA State Library

First things: You got mad; are you glad? Filmstrip. Guidance Associates of Pleasantville, N.Y., 1970..

2 filmstrips (106 fr. 1 color. 35mm and 2 phonodiscs. each): 12 in.; 33 1/3 rpm.; pt. 1, 6 min.; pt. 2, 7 min.

SUMMARY: Explores causes, effects and expression hostility; behavioral choices available in conflict situations; and ways to resolve conflicts with minimal hostility. For primary grades.

#SFS-044 WA State Library

First things: a strategy for teaching Values. Filmstrip Guidance Associates of Pleasantville, N.Y., 1972.

3 filmstrips (pt. 1, 63 fr.; pt. 2, 62 fr.; pt. 3, 50 fr.) color. 35mm and 2 phonodiscs; 12 in., 33 1/3 rpm.; pt. 1-2, 10 min. each; pt. 3, 6 min.

SUMMARY: An in-service training unit for teachers which demonstrates optimum application for filmstrips issued in the First things: Values series. Includes theoretical background, examples of implementation, and a model lesson.

#SFS-037 WA State Library

For All My Students

35 min sd b&w (c) Rental: $8.10

Effective and ineffective teaching techniques in difficult classroom situations; success and failure of teachers and students in classes involving minority groups. (Univ. of Calif. 1966)

WA State University

Grab hold of today. Motion picture Ramic Productions, c1977.

1 reel, 28 min.: sd., col.; 16mm.

SUMMARY: Discusses the "Pike syndrome", a self-destructive form of behavior characerized by negative, set attitudes and inappropriate actions, and the "Freedom factors", the application of which gives one the freedom to move in any direction that is appropriate.

reel col. sd 16m #005-023 WA State Library

Group dynamics: groupthink. Motion picture. CRM Productions. Released by CRM Films, 1973.

22 min. sd. color. 16mm.

SUMMARY: Analyzes the dynamics of group decision and the processes which inhibit creativity and "groupthink."

reel col. sd 16m #003-086 WA State Library

Guidance for the seventies: kids, parents, pressures. Motion picture. Robert Sande Productions. Released by BFA Educational Media, 1971.

16 min. sd. color. 16mm.

SUMARY: Teenagers attending a PACE seminar identify some of the daily pressures and tensions that confront them, learn that they are in control of their attitudes, and work out positive and effective ways to improve their attitudes and relieve pressures.

#014-024 WA State Library

Guidance services in the elementary school. Filmstrip Lloyd R. Stone. Made by Kansas State Teachers College, Instructional Media Center. Released by Kansas State Teachers College, Bureau of Educational Measurements, 1972.

90 fr. color. 35mm and phonotape; 1 cassette (for manual or automatic projectors), 22 min.

SUMMARY: Describes the services provided by the elementary school counselor to students, teachers, and parents. With captions.

roll col. sd;cass 35m #SFS-131. WA State Library

Heart of Teaching, Part Three: Last Hour Clash
1976 Color 15 min Rental: $12.50
Whit Jefferson can't understand why Sidney constantly disrupts his class and Sidney can't understand why the teacher always picks on him. This program caricatures the frustrations teachers feel when nothing they do seems to reach certain students; the film also suggests ways to deal with those frustrations

University of Wash

Hickory Stick
29 min sd b&w s-c Rental: $8.25
Demonstrates how a fifth-grade teacher maintains an orderly atmosphere for learning and at the same time helps her youngsters cope with their behavior and learning problems. Shows how she uses firmness and understanding in helping children to control their feelings and accept authority. (International Film Bureau 1961)

Central WA Univ.
University of Wash
(Rental: $7.20)

High School
1968 75 min Rental: $24.50
The business of Northeast High School seems to be chiseling the rough edges and recalcitrant bumps off adolescents so they fit easily into the slots waiting for them in American society. The film is not staged; no actors are used; not even a narrator's voice interrupts the natural conversations. The result is a montage of encounters, formal and informal, in classes, sex education lectures, school entertainment, gym, cooking lessons, a simulated space flight and disciplinary proceedings. High School has provoked controversial reactions among viewers, raising questions about the current quality of American education. Directed and produced by Frederick Wiseman. (*Due to contractual limitations, the film may be used by Institutions of Higher Education within the State of Washington only.)

University of Wash

How much time. Motion picture. Milton Zolaton. Released by Macmillan Educational Services, 1970.
6 min. sd. color. 16mm.
SUMMARY: Follows a boy through his day while he talks about the problems facing young people today.
#096-038

WA State Library

How's School, Enrique?
18 min sd col s-(c) Rental: $9.20
Documentary film which depicts some of the educational and environmental problems that are faced by Mexican-American youth. (Frager Prod. 1970)

WA State University

I Is for Important
1974 Color 11 min Rental: $9.00
Focuses on sex role stereotyping in social interactions and emotional expression. Includes sequences depicting sex role biases displayed by teachers in their disciplinary actions and pupil-task assignments, resistance by children to role reversal in kindergarten play, anxiety felt by boys over appearing to be "sissy" before their peers, frustration experienced by boys who attempt to assume a nurturing role or express emotions such as sorrow or tenderness and the indoctrination of girls with commercial definitions of beauty. The students range from kindergarten through the eighth grade.
University of Wash

Incident on Wilson Street
51 min sd b&w (c) Rental: $10.00
Some of the problems of children from low socio-economic neighborhoods of large cities and the special attention and understanding they require as illustrated by a true and understanding incident in actual classroom scenes of New York City's Wilson School. Restricted to use in Washington State. (NBC-TV 1964)
WA State University

Interpersonal Communications, Part One
1972 5 min Rental: $7.00
Communication is an essential element of a school, in the classroom, with parents, with other teachers and within the school system. Unit One gives a general introduction.
University of Wash

I think. Motion picture. Wombat Productions.
19 min. sd. color. 16mm.
SUMMARY: Deals with difficulties facing young people as they struggle to develop individual identities despite the pressures to conform to the expectations of others, as evidenced in the experiences of a young girl who stands against the pressures of her friends to do what she thinks is right.
#002-008 WA State Library

Learning strategies. Motion picture National Institute of Mental Health. Made by UCLA Media Center. Released by National Audiovisual Center, 1973.
11 min. sd. color. 16mm.
SUMMARY: A teacher-training film which shows a human relations program in action at a Cleveland, Ohio school.
WA State Library

Like father, like son. Motion picture. The Division; distributed by National Audiovisual Center, 1976.
1 reel, 15 min.: sd., col.; 16mm. & teacher's guide and student booklet.
SUMMARY: Shows how a son tries to approach the problem of alcoholism with his father, who is a problem drinker. After an explosive argument, the father apologizes and promises to change. Suggests methods of rehabilitation and sources of help.
#005-61 WA State Library

Maintaining Classroom Discipline
14 min sd b&w s-c Rental: $6.75
Teacher Education series. By contrasting methods of handling the same class, explores techniques for securing class discipline and stimulating the interest of students. Presents basic principles of method which help towards productivity and mutally satisfactory class control. (McGraw-Hill 1948)
Central WA Univ.

A Minor Altercation. Motion picture Walnut Films, c1976.
1 reel, 28 min.; sd., col.; 16mm.
SUMMARY: Depicts a fight between two high school girls, one black and one white, over an assignment to a class, with subsequent suspension from school, and shows the reactions of their families and friends to the situation.
WA State Library

No Reason To Stay
1966 27 min Rental: $10.50
A look at the school drop-out and what he drops out from. This film takes a deliberately biased look at today's educational system and how it fails, if it does, to give young people the preparation they need for adult life when school doors close behind them.
University of Wash

Olde English. Motion picture U.S. National Institute of Mental Health, 1974. Released by National Audiovisual Center.
19 min. sd. color. 16mm.
SUMMARY: Shows the different pespectives students, teachers, and administrators have about common experiences and situations in an urban New England high school. Explains how each of these groups has developed defenses, values, and strategies.
#096-054 WA State Library

One to grow on--prologue. Motion picture National Institute of Mental Health. Made by UCLA Media Center. Released by National Audiovisual Center, 1973.
10 min. sd. color. 16mm.
SUMMARY: A teacher-training film which outlines the methods and goals aimed at in achieving an understanding of the mental health aspects of student-teacher relationships.
#096-033 WA State Library

P.A.T.C.H. (Positive Approach to Changing Humans)
1973 16 min Rental: $9.00
Principles of behavior modification as they apply to classroom teaching are clearly discussed using printed term definitions. Reporting on the results of one school district's experiment with this teaching approach, teachers are shown learning about and then applying concepts of operant conditioning, positive reinforcement and intermittent reinforcement in the classroom to solve a variety of behavioral problems. Visuals reveal how instructors can pinpoint undesirable behavior and then change it with appropriate motivational materials. The use of intrinsic and real reinforcement is also discussed with numerous examples.
University of Wash

Personality: Adolescence
1979 Color 21 min Rental: $14.50
For most teenagers, development of self-esteem, a desire for independence and an awareness of sexual maturation are key factors in personality development. New definitions of self are explored as the body reaches maturity. Conflict with constraining authority and reliance on peers becomes the norm. This film uses short, realistic vignettes to illustrate these themes, interspersed with comments by Barbara Newman, author and child psychologist.
University of Wash

Principles of behavior management. Slide CDMRC Media Services, Child Development and Mental Retardation Center, University of Washington, 197-
277 slides: col.; 2x2 in. & 4 cassettes (39 min.)
CONTENTS: program 1. Positive reinforcement. 75 slides.--program 2. Delivery of positive reinforcement. 80 slides.--program 3. Negative reinforcement and punishment. 56 slides.--program 4. Extinction and time out. 66 slides.
col. sd: coss 2x2 in **#SLS-086 WA State Library

Productivity and the self-fulfilling prophecy: the Pygmalion effect. Motion picture. CRM Productions. Released by CRM Educational Films, 1975.
30 min. sd. color. 16mm.
SUMMARY: Shows how the powers of expectation, or the Pygmalion effect, can be used as a positive or negative influence on behavior. Illustrates the way this process occurs and shows how management can use it as a tool for the benefit of both the organization and the individual.
reel col. sd 16m #002-027 WA State Library

Remarkable Schoolhouse
25 min sd col c Rental: $13.00
The 21st Century series. Presents a survey of techological innovations in elementary and junior high school instruction. Defines the role of machines in the educational system, and demonstrates the increased pupil involvement which results from their use.
(McGraw-Hill 1967)
Central WA Univ.

Replay. Motion picture. Made by Concepts Unlimited, 1971.
8 min. sd. color. 16mm.
SUMMARY: Humorously documents the existence of the generation link instead of the generation gap.
reel col. sd 16mm #003-077 WA State Library

Rewards and Reinforcements in Learning
1969 25 min Rental: $11.50
Operant conditioning procedures and results with normal and exceptional children of preschool and school age are shown. Visual emphasis is on the "on camera" modifications of relatively complex human behaviors. Narration provides guidance for contingency management. Illustrates behavior modification stragegy which can be applied to many programs but especialy those for disadvantaged children.
University of Wash

Rookie of the year. Motion picture. Daniel Wilson Productions. Released by Time-Life Films, 1975.
47 min. sd. color. 16mm.
SUMMARY: Deals with the problems of identity and sex discrimination among adolescents. Contraversy is triggered when a girl plays on her brother's baseball team.
reel col. sd. 16m **#004-037 WA State Library

Room to Learn
22 min sd col c Rental: $7.75
Documents in the imaginative approach taken in planning for the education needs of pre-school children at the Early Learning Center in Stamford, Connecticut. The center's design is based in part on the Montessori philosophy. The openness and warmth of the plan should make it suitable for other schools and preschools. (Association Films n.d.)
Central WA Univ.

Say What We Feel, Not What We Ought To Say
1971 color 60 min Rental: $20.00
A series of interrelated vignettes, in docu-drama style, which dramatize the contrasting attitudes and motivations of "youth" and the "establishment." It shows the numerous barriers to communication between youth and the adult members of a community as they try to deal with drug-oriented problems in the community. Two cases are studied; the closing of a neighborhood youth center and a proposal to patrol high school halls with policemen and police dogs.
University of Wash

School daze. Videorecording. Black Studies Program, University of Washington, 1977.
1 cassette, 30 min.; sd., col.; 3/4 in.
SUMMARY: Shows students extemporaneously acting out their ideas, problems and frustrations in 4 areas: communication, what they as students would teach if they could, what makes a good teacher and how individual students can be helped.
#VT3-141 WA State Library

Sit Down, Shut Up or Get Out
58 min sd col s-(c) Rental: $15.25
An original allegorical play about how a boy who is different deals with the threat to individual freedom involved in the expression of dissent. He is intellectually gifted but has a "behavior problem" which results in his doing things his own way and not fitting into the pattern of things in junior high school. (NBC Educational Enterprises 1971)
WA State Univ.

Solutions to vandalism. Motion picture. Perennial Education, 1978, made 1977.
1 reel, 35 min.; sd., col.; 16mm.
SUMMARY: Describes successful vandalism prevention programs in six U.S. towns, cities, and counties. Includes comments by Birch Bayh.
reel col. sd. 16mm. #006-007 WA State Library

A Sports Suite. Motion picture Pyramid Films, 1977
1 reel, 8 min.; sd., col.; 16mm.
1 reel, 8 min.; sd., col.; super 8mm.
SUMMARY: Shows the excitement of participation in sports activities. Presents four vignettes, accompanied by classical music, in which youthful participants demonstrate the exuberance and joy they find in physical education and team sports, including gymnastics, volleyball, swimming, and soccer.
** #006-090 WA State Library

Student and the law. Motion picture (KING-TV)
25 min. sd. color. 16mm.
SUMMARY: Covers the Student Constitutional Rights Forum sponsored by the Young Lawyers Committee of the Seattle-King County Bar Association, highlighting opening statements by panelists and the question-and-answer session which followed.
#060-024 WA State Library

A Teacher in reflection. Motion picture National Institute of Mental Health. Made by UCLA Media Center. Released by National Audiovisual Center, 1973.
11 min. color. 16mm.
SUMMARY: A teacher-training film in which a teacher shows how class meetings can be used by grade school teachers to work through students' personal and classroom problems.
#096-041 WA State Library

This child is rated X. Motion picture. NBC News. Released by NBC Educational Enterprises, 1971.
53 min. sd. color. 16mm.
SUMMARY: Examines the inequities of juvenile justice and the abuse of children's rights in America. Shows that the child who has committed a child's crime, such as running away from brutal parents, and the child who has committed a serious crime often share the same dehumanizing facilities.
** #078-072 WA State Library

Values for teenagers in the 1970's. Filmstrip Associates, 1973.
2 filmstrips (pt. 1, 66 fr.; pt. 2, 71 fr.) 35mm. and 2 phonodiscs: 12 in.; 33 1/3 rpm.; pt. 2, 11 min.
SUMMARY: Examines contemporary attitudes toward marijuana and drugs, cigarette smoking and alcohol.
WA State Library

A Vandalism story: the clubhouse. Motion picture. McDonald/Crain Media, 1973.
10 min. sd. color. 16mm.
SUMMARY: Helps young people understand the consequences of vandalism by using a story about four boys whose favorite clubhouse is vandalized after they themselves have committee vandalism on other property. For elementary grades.
reel col. sd 16 m. ** #003-025
WA State Library

Vandalism: The mark of immaturity. Motion picture. Cahill; distributed by AIMS Instructional Media Services, c1976.
1 reel, 12 min.: sd., col.; 16mm. & study guide.
SUMMARY: Shows juveniles in the act of vandalism and the results of vandalism, discusses the reasons behind vandalism, and attempts to reduce the incidence of vandalism by appealing to juveniles' desire to be grownup.
reel col. sd 16mm #0003-074
WA State Library

Vandalism: crime or prank? Motion picture Horizon Productions. Released by International Film Bureau, 1964.
6 min. sd. color. 16mm.
SUMMARY: An open-end film designed for discussion. Raises the questions of whether or not an adult who witnesses the vandalism should report the matter to the police or to the parents of the culprits.
#079-005
WA State Library

Violence and vandalism. Motion picture. Directions Unlimited Film Corp. and American Educational Films. Released by American Educational Films, 1971.
15 min. sd. color. 16mm.
SUMMARY: Discusses the causes and possible solutions to the problems of violence and vandalism, destruction of property for the sake of destruction, the open defiance of rule and responsibility, and the feeling of estrangement frequently evidenced by junior and senior high school students.
#078-012
WA State Library

Walls
11 min sd col c Rental: $7.75
Critical Moments in Teaching series. An open-end film which examines the problem of motivating a class. (Hold, Rinehart and Winston 1968)
Central WA Univ.

Way It Is
60 min sd b&w c Rental: $12.25
Documentary on chaos in ghetto schools and what is being done to remedy the situation. (National Educational Television 1968)
Central WA Univ.
University of Wash
(Rental: $15.00)

Welcome to the Third Grade
12 min sd col c Rental: $9.00
Critical Moments in Teaching series. An open-end film presenting the problems a new teacher faces in handling a child who must repeat the third grade. (Holt, Rinehart and Winston 1970)
Central WA Univ.

What are parents for, anyway? Filmstrip Guidance Associates, 1974.
2 filmstrips (pt. 1, 53 fr.; pt. 2, 60 fr.) color 35mm. and 2 phonodiscs (2 s. each); 12 in.; 33 1/3rpm pt.1, 9 min.; pt. 2, 8 min.
SUMMARY: Presents a series of dramatized child-parent conflicts in order to show the universality of these conflicts. Stresses the need to develop mutual open communication under stress, and means for defensive anger.
#SFS-190 WA State Library

What time is it now. Motion picture Gargano Productions, 1968.
15 min. sd. color. 16mm.
SUMMARY: A study of the social problems of today as they affect junior and senior high school students. Discusses the courses and results of teenage drinking.
#004-040 WA State Library

When I say no, I feel guilty. Motion picture. Cally Curtis Co., 1977.
1 reel, 30 min.; sd., col.; 16mm.
SUMMARY: Introduces systematic assertiveness training and demonstrates its basic verbal skills through trainer/learner dialogues.
reel col. sd 16m ** #005-015 WA State Library

Who cares about Jamie? Motion picture foundation. Smart Family Foundation in cooperation with the Menninger Foundation, Released by Coronet Instructional Films.
sd. b&w. 16mm.
SUMMARY: A dramatization of a few hours in the life of a first grader designed to show how parents, teachers, and other adults whose lives directly affect children are largely responsible for the prevention of mental illness. Points out that adults must offer the child the phycho-social strength to prevent his faltering in the process of growth and maturation.
#030-056 WA State Library

With Such as These
18 min sd b&w c Rental: $8.00
Still photos and narration over children's voices are used to portray the negative feelings and attitudes generated by dehumanizing classroom practices. (Center for Curriculum Design, 1972)
WA State University

You can surpass yourself. Motion picture. Romic Productions, c1975.
1 reel, 28 min.; sd.; col.; 16mm.
SUMMARY: Eden Ryl learners to shoot an aspirin thrown in the air with a BB rifle, and so demonstrates how people can learn more about learning, how one's limitations are self-created, and how success can be achieved through self-motivation and personal conviction.
* #002-020 WA State Library

You got the same thing, aincha? Motion picture. National Institute of Mental Health 1974? Made by Blackside, Inc.
16 min. sd. color. 16mm.
SUMMARY: Inner-city public high school students and their teachers comment on the frustrations of learning and teaching in their educational environment.
#096-056 WA State Library

You're No Good
1966 29 min Rental: $9.00
A series of episodes which vividly reflect the attitudes, emotions and actions of Eddie McGreeg, a fatherless and confused 18-year-old dropout.
University of Wash

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SPEAKERS

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Topics	1. Home School Relations 2. Elements of Effective Teaching 3. Policy Development and Conducting Disciplinary Hearings
Audience	Parents, administrators, teachers

Name/Title	Alan Bergstrom, Professor of Education
Address	Central Washington University, Ellensburg, WA 98926
Telephone	(509) 963-1061
Topics	Assertive Discipline
Audience	Principals, superintendents, teachers, parents, board members, community members

Name/Title	Bill Blokker, Curriculum Consultant
Address	Educational Service District #189, 330 Pacific Place, Mount Vernon, WA 98273
Telephone	(206) 424-9573
Topics	1. In-school Supervision 2. Alternative Programs for Discipline Problems 3. Counseling with Troubled Youth 4. Preventive Discipline Techniques 5. Motivating Students 6. Classroom Management 7. Improving Teacher/Student Relationships
Audience	School district personnel

Name/Title	Chuck Blondino, Director of Curriculum and Instruction
Address	Educational Service District #121, 1410 South 200th Street, Seattle, WA 98148
Telephone	(206) 242-9400
Topics	Assisting School Districts in Discipline Planning, Implementation and Evaluation
Audience	School district personnel

Name/Title	Thomas Byrne, Principal
Address	Wenatchee High School, 1101 Millerdale, Wenatchee, WA 98801
Telephone	(509) 663-8117
Topics	Dealing with Discipline in a Rural Setting - A Human Approach
Audience	Principals, teachers, parents

Name/Title	William Cairns, Staff Development Specialist
Address	Edmonds School District, 3800 - 196th S.W., Lynnwood, WA 98036
Telephone	(206) 771-0612
Topics	1. Assertive Discipline 2. Teaching Standards
Audience	Administrators, teachers, parents

Name/Title	Tom Champoux, Associate Director
Address	The Effectiveness Institute, 2249 - 152nd Avenue N.E., Redmond, WA 98052
Telephone	(206) 641-7620
Topics	1. Discipline in Relationship to Self Esteem/Self Concept 2. Dicipline vs. Punishment 3. Discipline and Styles of Interaction 4. Discipline as Part of a System 5. Clarifying Expected Behavior
Audience	Administrators, teachers, parents

Name/Title	Harry Clemmons, Principal
Address	Eastgate Elementary, 910 East Tenth Ave., Kennewick, WA 99336
Telephone	(509) 586-6131
Topics	A Positive Image Building Program
Audience	Principals, teachers, parents

Name/Title	Norman Colon, Principal
Address	Shoultes Elementary School, 13525 - 51st Ave. NE, Marysville, WA 98270
Telephone	(206) 659-6261
Topics	A Three Way Street Between the Teachers, Students and Principal
Audience	Administrators, teachers, parents

Name/Title	Byron DeShaw, Professor of Education
Address	Central Washington University, Ellensburg, WA 98926
Telephone	(509) 963-1861
Topics	Assertive Discipline
Audience	Administrators, teachers, parents, board members, community members

Name/Title	Bob Estes, Director of Curriculum
Address	Lake Stevens School District, 12708 - 20th Street NE, Lake Stevens, WA 98258
Telephone	(206) 334-4051
Topics	1. Teaching Classroom Behavior 2. Discipline Through Effective Instruction (ITIP)
Audience	Teachers, principals

Name/Title	Robert Foster, Assistant Principal
Address	Marysville Pilchuck High School, 5611 - 108th NE, Marysville, WA 98270
Telephone	(206) 659-6261
Topics	1. Student Discipline 2. Parent Involvement in the Discipline Process 3. Alternatives to School Suspension 4. School Climate
Audience	Parents, administrators, teachers

Name/Title	Clifford Gillies, Executive Secretary
Address	Washington Interscholastic Activities Association, 4211 West Lake Sammamish Blvd. SE, Bellevue, WA 98008
Telephone	(206) 746-7102 home: (206) 568-5250
Topics	1. Student Motivation 2. School Climate 3. Options to Disciplines 4. Self Images of Students 5. Positive Reinforcement
Audience	Administrators, teachers

Name/Title	Dale Herron, Vice Principal
Address	William Winlock Miller High School, 1302 North Street, Olympia, WA 98501
Telephone	(206) 753-8922
Topics	1. Alternative to Short Term Suspension - Saturday Work Program 2. Attendance Policies and Procedures 3. School Climate as it Relates to Discipline
Audience	Administrators, teachers, parents

Name/Title	Harold Kafer, Consultant, Curriculum and Instruction
Address	Educational Service District #171, 640 South Mission, P.O. Box 1847, Wenatchee, WA 98801
Telephone	(509) 663-8741
Topics	1. Assertive Discipline 2. Preventive Discipline 3. Self Concept 4. Mastery Learning 5. Learning Styles
Audience	Administrators, teachers, parents

Name/Title	Jeff Keuss, Coordinator of Gifted Programs
Address	Educational Service District 121, 1410 South 200th Street, Seattle, WA 98148
Telephone	(206) 242-9400
Topics	Positive Discipline Techniques
Audience	Administrators, teachers, parents

Name/Title	Jim Kiefert, Assistant Superintendent, Curriculum and Instruction
Address	Educational Service District #121, 1410 South 200th Street, Seattle, WA 98148
Telephone	(206) 242-9400
Topics	Positive Discipline Techniques
Audience	Administrators, teachers, parents

Name/Title	Ted Knutsen, (retired) Assistant Superintendent, Oak Harbor School District
Address	10155 - 1000 Avenue East, Oak Harbor, WA 98277
Telephone	(206) 675-3240
Topics	1. Discipline - A Broad Overview 2. Focus on Preventive Discipline
Audience	Administrators, teachers, parents

Name/Title	Don Lee, Coordinator of Gifted Programs
Address Address	Educational Service District 121, 1410 South 200th Street, Seattle, WA 98148
Telephone	(206) 242-9400
Topics	Positive Discipline Techniques
Audience	Administrators, teachers, parents

Name/Title	Dave Lundsgaard, Professional Development Specialist
Address	Highline School District, 15675 Ambaum Blvd. S.W., Seattle, WA 98166
Telephone	(206) 433-2365
Topics	1. Learning Styles 2. Brain Research 3. Proactive Discipline 4. Instructional Theory Into Practice 5. Implications for Proactive Discipline
Audience	Principals, teachers, curriculum coordinators

Name/Title	Jill Matthies, Principal
Address	Lake Hills Elementary School, 14310 S.E. 12th, Bellevue, WA 98007
Telephone	(206) 455-6306
Topics	The Process for Developing a Discipline Plan at Lake Hills
Audience	Administrators, teachers, parents

Name/Title	William Maynard, Executive Director
Address	The Effectiveness Institute, 2249 - 152nd Avenue N.E., Redmond, WA 98052
Telephone	(206) 641-7620
Topics	1. Creating a Climate for Learning Strategies for Positive Discipline 2. Discipline Prevention Strategies
Audience	Administrators, teachers, parents

Name/Title	James Menzies, Principal
Address	Coupeville High School, 5 S.E. Terry, Coupeville, WA 98239
Telephone	(206) 678-4409
Topics	1. Alternatives to School Suspension - Saturday Program, Contract, Written Suspension 2. In School Suspension
Audience	Administrators, teachers, parents

Name/Title	Cliff Nelson, Staff Development Specialist
Address	Edmonds School District, 3800 - 196th SW, Lynnwood, WA 98036
Telephone	(206) 771-0657
Topics	1. Identifying and Teaching Behavior Standards 2. Organizing the Human and Material Resources in Classroom to Prevent Discipline
Audience	Teachers, principals

Name/Title	Richard Neher, Principal
Name/Title	Albert Roberts, Assistant Principal
Address	Walla Walla High School, Fern and Abbott Road, Walla Walla, WA 99362
Telephone	(509) 525-6910
Topics	1. Attendance Policies and Procedures 2. Students' Rights and Responsibilities
Audience	Administrators, teachers, parents

Name/Title	Sid Parker, Principal
Address	Oak Harbor High School, 1250 Midway Blvd., Oak Harbor, WA 98277
Telephone	(206) 675-2205
Topics	Discipline - A Pragmatic Approach
Audience	Administrators, teachers, parents

Name/Title	Audrey Pedersen, Principal
Address	Thompson Elementary School, 15605 B Street East, Tacoma, WA 98445
Telephone	(206) 537-8626
Topics	Techniques to Assist Classroom Teachers in a Title School Without a Counselor to Change Student Behavior in the Social Area
Audience	Principals, teachers

Name/Title	Jeff Peltier, Coordinator of Pupil Services and Staff Development
Address	North Thurston School District, 6202 Pacific Avenue, Lacey, WA 98503
Telephone	(206) 456-7748
Topics	1. Reality Therapy 2. Schools Without Failure
Audience	Administrators, teachers, parents

Name/Title	C. G. Coke Roberts, President, Leadership West, Inc.
Address	Green River Community College, 12401 SE 320th Street, Auburn, WA 98002
Telephone	(206) 833-9111 Ext. 431
Topics	1. Developing Student Self Esteem 2. Positive Self Image
Audience	Administrators, faculty and students

Name/Title	Ronald Robinson, Assistant Principal
Address	Olympic View Middle School, Box 665, 2602 Mukilteo Dr., Mukilteo, WA 98275
Telephone	(206) 355-9611
Topics	Using Behavior Modification as a Discipline Tool
Audience	Principals, teachers, parents

Name/Title	Jack Shopbell, Principal
Address	Southgate Elementary, 3121 West 19th, Kennewick, WA 99336
Telephone	(509) 582-8233
Topics	A Positive Image Building Program
Audience	Principals, teachers, parents

Name/Title	Lynn Sterns, Principal
Address	Selah High School, 300 West Naches, Selah, WA 98942
Telephone	(509) 697-7245
Topics	1. The Development of an Effective Discipline Program 2. Effective Attendance Policies and Procedures
Audience	Administrators, teachers

Name/Title	Claudia Thomas, Principal
Address	Sequoia Jr. High School, 11000 S.E. 264th, Kent, WA 98031
Telephone	(206) 872-4323
Topics	Assertive Discipline at the Secondary Level
Audience	Administrators, teachers, parents

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OTHER RESOURCES

"Briefly On . . . Classroom Discipline" (No. 3, SP 014263) is an occasional paper prepared by Michael Butler. The paper discusses sources of discipline problems and gives suggestions for dealing with the problems effectively. A list of references on discipline is included. The paper is available from ERIC Document Reproduction Service (EDRS), P.O. Box 190, Arlington, Virginia 22210. (703) 841-1212.

"Classroom Discipline" is one topic discussed in an issue of The Best of ERIC (ED 147921, No. 33, 1978). The Best of ERIC is a series of literature reviews on important topics in educational management. This issue is available from ERIC Document Reproduction Service (EDRS), P.O. Box 190, Arlington, Virginia 22210, (703) 841-1212. Cost for the publication will vary according to the format selected, hard (paper) copy or microfiche.

"Classroom Discipline: Toward A Diagnostic Model Integrating Teachers' Thoughts and Actions" (Occasional Paper No. 13, 1978, 11 pp., $1.00) is a paper written by D. Gil and P. S. Heller which discusses a model that provides a conceptual framework which will help teachers develop thoughtful and reasoned solutions to classroom discipline problems.

"Classroom Management in the Elementary Grades" (Research Series No. 32, 1978, $3.25) by J. E. Brophy and J. B. Putnam reviews literature on elementary classroom management. "Managing groups during instruction" and "resolving conflicts" are among the topics addressed in the 125-page publication.

Institute for Research on Teaching (IRT), 252 Erickson Hall, Michigan State University, East Lansing, Michigan 48824, (517) 353-6413. Contact: Jere Brophy, Program Coordinator, Classroom Strategy Study.

"Common Sense is Clue to Discipline," Your Public Schools, Superintendent of Public Instruction, May 11, 1981, p. 10.

Collection of pertinent court cases regarding discipline of the handicapped, Special Services Division, Superintendent of Public Instruction, Olympia. Contact KNOW-NET for copies at (206) 753-2858 or (206) 753-2744.

"Designing and Implementing Effective In-School Alternatives to Suspension," Southeastern Public Education Program, 1978 (1338 Main Street, Suite 501, Columbia, SC 29201).

"Discipline Alternatives--Positive Answers to Negative Problems" (AV81, 1978) addresses administrative and teaching steps that are effective in dealing with discipline problems. "Discipline: Effective Approaches" (AV70, 1978) explains how good discipline at one high school is based on an effective educational program and sound planning. Both are tapes available in audio cassette ($5.00 each) or color videotape ($60.00 each) formats.

Disruptive Youth: Causes and Solutions (SP44, 33 pp., 1977, $2.00) includes programs recommended by a task force to decrease violence and vandalism in schools. Other publications include the Legal Memorandum, "Methods of Discipline: What is Allowed" (LM5-76, 1976) and "Student Discipline Suspension and Expulsion" (LM6-75, 1975). "Alternatives to Suspension" (TP3-4, 1977) and "Disruptive Behavior: Prevention and Control" (TP2-2, 1976) are back issues of The Practitioner, NASSP's quarterly newsletter on management problems. Single copies of the Legal Memorandum and The Practitioner are $0.50 each. Quantity discounts are available.

National Association of Secondary School Principals (NASSP), 1904 Association Drive, Reston, Virginia 22091, (703) 860-0200. Contact: Scott Thomson, Research Office.

"Discipline: A Many-Splintered Thing," special issue of PTA Today, October 1980. The National PTA, 700 North Rush Street, Chicago, IL 60611.

"Discipline: An Educator's Dilemma" is the theme of ATE's new quarterly journal, Action in Teacher Education, (Vol. 1, No. 2, Fall-Winter 1978, 90 pp., $2.00 members, $4.00 nonmembers). Several topics discussed in this issue are: "Can the Curriculum Contribute to Resolving the Educator's Discipline Dilemma?" "School Discipline, Violence and Vandalism: Implications for Teacher Preparation," and "Make Contact Before There Is a Discipline Problem." Summaries of research on administration and school organization as contributing factors in school violence and discipline problems and the discipline referrals of teachers according to their sex and race are included in this journal issue. Also included is a selected bibliography of print and nonprint materials on discipline.

Association of Teacher Educators (ATE), 1701 K Street N.W., Suite 1201, Washington, D.C. 20006, (202) 223-1068. Contact: Robert Stevenson, Executive Director.

"Disciplining the Handicapped Student," Association of Washington School Principals, 1981. Designed for building administrators. $6.50. Contact: AWSP, 1201 E. 8th, Olympia, WA 98501.

"Dropout Prevention In Wisconsin" - Volume I, A Review of Programs and Activities. Investigates dropout prevention actions in the nation and in Wisconsin's schools and communities. Includes descriptions of

current dropout prevention program efforts in Wisconsin and a summary of interviews with school administrators and program staff throughout Wisconsin (1979, 280 pages) DPS315A -- $12.00

"Study of Programs for Potential Dropouts" - Phase I, Final Report. Initial study of students leaving school (K-12). Includes results, conclusions, and recommendations relevant to dropout prevention in Wisconsin. (1980, 165 pages) DPS315D -- $9.00

"Follow Up Of High School Non-Completers -- 1967-76." Report to Wisconsin's Advisory Council on Vocational Education. Includes recommendations for helping potential and actual non-completers, methodology, summary and analysis of data. Also includes interview instruments. (1979, 187 pages) DPS286 -- $9.00

The Wisconsin Vocational Studies Center, University of Wisconsin, Publications Unit, 265 Educational Services, 1025 West Johnson, Madison, Wisconsin 53706.

"Educational Alternatives in Washington," A Directory, Superintendent of Public Instruction, September 1980.

"Good Schools: What Makes Them Work," ERS Bulletin, Vol. 8, No. 7, March, 1981, p. 1 (Published by Educational Research Service, Inc., 1800 North Kent Street, Arlington, Virginia 22209)

Hyman, Irwin, Dolores Lally and Joyce Popkin, "Corporal Punishment in the Schools," Caring, Vol. 6., No. 4, Winter 1980, p. 1 (Published by the National Committee for Prevention of Child Abuse, 332 South Michigan Ave., Suite 1250, Chicago IL 60604)

"Inservice Teacher Training Materials," EPIE Report Number 80, EPIE Institute, 475 Riverside Drive, New York, NY 10027. Telephone: (212) 866-3600.

"Law of Procedure in Student Suspensions and Expulsions" (ED 146 661, 1977, 64 pp.) is concerned with the legal requirements of due process which school officials must grant students who are subject to suspension and expulsion. " The Law of Suspension and Expulsion: An Examination of the Substantive Issues In Controlling Student Conduct" (ED 125 043, 1975, 76 pp.) examines the school's authority to suspend or expel a student with the purpose of determining when such an action is permissible and when it is prohibited. Both monographs, authored by Robert E. Phay, were prepared through cooperative efforts between NOLPE (National Organization on Legal Problems of Education) and the ERIC Clearinghouse on Educational Management. The monographs can be purchased from NOLPE, $4.95 each, or microfiche copies are available from EDRS (ERIC Document Reproduction Service), P.O. Box 190, Arlington, Virginia 22210, (703) 841-1212.

"Managing Your Schools: What's Ahead" (Order No. 411-13349, 1979, 96 pp., $9.95) is a special report which describes the latest developments in school management, including discipline and student rights. The booklet, "Teaming Up on School Discipline" (Order No. 411-13394, 1979, 16 pp., $0.50 each, minimum order of 25 copies) was developed by NSPRA to help communicate the idea that school discipline affects everyone and must be dealt with by everyone including parents, the community, schools, and students.

National School Public Relations Association (NSPRA), 1801 N. Moore Street, Arlington, Virginia 22209, (703) 528-5840. Contact: John Wherry, Executive Director.

Mizell, M. Hayes, "Community Strategies for Improving School Disciplinary Practices," Southeastern Public Education Program, 1978 (Suite 501, 1338 Main Street, Columbia, SC 29201).

"Multimedia Materials on Discipline," a kit that includes materials from the viewpoint of students, teachers, administrators, and the general public. The entire kit can be ordered for $68.67 (Order No. 0703-4-7J). Some of the materials included in the kit are described below.

- "What Every Teacher Should Know About Student Rights" (Order No. 0547-3-0J, 1975, 41 pp., $2.00 separately) is a book designed to help classroom teachers understand student rights in light of recent court decisions.

- "Discipline In the Classroom" (Order No. 1325-5-0J, 1974, 96 pp., $4.50 separately) focuses on five areas: curriculum as discipline, methods of structuring classroom behavior, classroom techniques for discipline, discipline and human needs, and discipline on the elementary and secondary levels.

- "Discipline: Day by Day" (Order No. 1950-4-0J, 1975, $18.00 separately) is a four-part audiotape program that provides practical everyday suggestions for teacher training courses and beginning teachers. A pamphlet "Discipline -- A Maintenance of a Learning Environment" is included with the tapes.

- "Discipline: How Parents Can Help" (Order No. 5146-7-0T, $2.15 for 25) is a leaflet containing suggestions to help parents deal effectively with discipline problems.

In addition to the materials in the kit, a report, "Student Displacement/Exclusion" (Order No. 0543-0-0J, 1973, 64 pp., $1.50) is also available. It discusses two of the most drastic disciplinary measures used, suspension and expulsion.

National Education Assocation (NEA), Distribution Center, The Academic Building, Saw Mill Road, West Haven, Connecticut 06516, (203) 934-2660. Contact: Customer Service.

Resources on discipline available from NEA come in the form of books, research reports, filmstrips, and audio-tapes.

"Parent Training Project, Language Arts-English/Spanish," (ESEA Title I Project), Educational Service District 105, Yakima, Brian Talbott, Superintendent, October, 1980.

Reinger, Judith E., "The Multi-Disciplinary Treatment of Hyperactive Learning-Disabled Children," Reprint from The Journal of Orthomolecular Psychiatry, 2229 Broad Street, Regina, Saskatchewan, Canada S4P 1 Y 7.

"Safe Schools Project," Superintendent of Public Instruction, April, 1980.

"Some Considerations for Coping With School Problems Involving Indochinese Students," Office for Equity Education, Superintendent of Public Instruction, 1981.

"Strengthening Multicultural Education Awareness" (Draft), Office for Equity Education, Superintendent of Public Instruction, 1981.

"Student Discipline and the Law" (No. 121, ISBN 087367-121-X, 60 pp.) by Eugene P. Conners. "Discipline or Disaster" (No. 8, ISBN 087367-008-6, 1972, 38 pp.) by Emery Stoops and Joyce King-Stoops discusses how to establish discipline in school and in the classroom and suggests techniques to help teachers discipline students.

Phi Delta Kappa (PDK), Eighth and Union, Box 789, Bloomington, Indiana 47402, (812) 339-1156. Contacts: William J. Gephart, Director, Center for Evaluation, Development and Research (CEDR); Stanley Elam, Director of Publications.

"Student Rights and Discipline" (ED 137897, 1977, 33 pp.) was the theme of an issue of the School Management Digest (Series 1, No. 5, 1977), a publication of the Association of California School Administrators (ACSA). Key court decisions establishing civil liberties for students, such as First Amendment rights and freedom from unreasonable search and seizure, were examined. Although the information for the digest was prepared by ERIC/CEM, copies of the digest are currently available from ACSA, 1575 Old Bayshore Drive, Burlingame, California 94010, (415) 692-4300.

Tausend, Marilyn, "Creating Safer Schools," Superintendent of Public Instruction, April, 1980.

Teachers Guide to Television, Spring, 1981, Teachers Guides to Television, 699 Madison Avenue, New York, NY 10021.

"Teenage Survival Kit," (includes tapes and films), W. I. S. H., Seattle, WA (For additional information contact the KNOW-NET Project at (206) 753-2858 or 753-2744.)

"Vandalism and School Discipline in the 1970's: Croft Leadership Folio 86," Croft NEI, 1976 (24 Rope Ferry Road, Waterford, CT).

Washington Education Association staff development programs (Project T.E.A.C.H.; P.R.I.D.E.; L.E.A.S.T. and others). Contact: Bob Pickles, WEA, 33434 Eighth Ave. S., Federal Way, WA 98003. Telephone: (206) 941-6700.